The Mini-Museum of the Roaring 1920s and 1930s



**Goal:** Your goal is to create a mini-museum exhibit on a topic from this era to relate to our theme for the unit: Agents of Change. How do people and their actions create change in society over time?

**Role:** You are on a curator’s staff at the Smithsonian American History Museum and your area of expertise is the era of the 1920’s and 1930’s

**Audience:** Your audience will be your peers and adults (the paying customers of a museum, perhaps?) who you will invite to view your exhibit?

**Situation:** Your challenge involves the following—

* Gaining an understanding of the topic.
* Relating the topic to the conceptual lens of Agents of Change.
* Designing your mini-museum exhibit.
* Communicating clearly and effectively using visual and verbal techniques.
* Using the Kaplan icons of depth and complexity and content imperatives to make a connection.
* Managing your time effectively.

**Product/Performance:** Your museum exhibit must contain the following—

* Museum display must fit inside a standard-size shoe box. It must visually show how the topic contributed to the tension of the 1920’s and 1930’s as an agent of change.
* On the top of the shoebox, you must relate the topic to an “Agent of Change”. How did this person, event, invention, or movement cause American Society to change over time? This will be presented as a Power Paragraph.
* On the sides you will help your viewer understand your topic in more depth. Select a content imperative for one side and a depth and complexity icon for the other. Make your choices from the information provided in class. The same information will be available on my wiki.

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On top: Name, Bell &Topic

Power Paragraph on Agent of Change in the 1920s.

Side 1:

Depth & Complexity

Side 2: Content Imperative

Inside: Museum Exhibit

**Standards and Criteria for Success:**

* A successful result will be a high-quality exhibit that includes visual images and verbal descriptions which will:
  + educate others about your 1920’s topic;
  + be visually and intellectually pleasing;
  + clearly show the topic’s connections with the conceptual theme: Agents of Change; and
  + Inspire them to learn more about the 1920’s.

**Gifted Benchmarks:**

* Students will capitalize on strengths and compensate for weaknesses in their learning processes.
* o Choose appropriate strategies to maximize efficiency and improvement
* o Identifies a variety of available and appropriate resources beyond traditional sources
* o Integrates personal talents into a project
* Students will plan, conduct, and complete complex assignments independently.
* o Sets realist goals and systematically works to achieve them
* o Makes defensible decisions
* o Problem solves
* o Breaks a complex task into manageable increments
* Students will exhibit scholarly skills and behaviors.
* o Thinks proactively in order to complete a task
* o Thinks conceptually and extends thinking to the thematic level
* o Actively seeks knowledge, understanding, and skill development
* Students will apply various techniques of problem solving to problem situations.
* o Connects prior knowledge and experience with the needs of a problem situation as part of the problem solving process.